



Seeking Wisdom: A Practical Guide for Mentees

Participant Guide



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Welcome

Welcome to this TEL (Technology Enhanced Learning) training event. We are excited that you will be joining us today for *Seeking Wisdom: A Practical Guide for Mentees*, and we look forward to helping you to get as much out of this time as possible.

Your classroom includes students from many different locations across the NPS. You have the opportunity to hear what everyone is saying. Don't hesitate to ask questions—if you have a question, there are probably several others in the class who have the same one—you might as well be the one to ask! It is our goal that you leave class today with no unanswered questions.

How To Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this TELNPS course.

If you were physically in the classroom with the instructor, you would raise your hand to let her/him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With TELNPS courses there is also a “protocol” to follow to ensure that you can easily ask questions and others can participate as well. It may seem a little

strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TELNPS courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push-to-talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

When you have a question, press and hold down the push-to-talk button, maintaining a distance of 12-18 inches, and say,

“Excuse me [instructor’s first name], this is [your first name]

at [your location]. I have a question (or I have a comment).”

Then release the push-to-talk button. This is important.

Until you release the button, you will not be able to hear the instructor.

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.



Course Overview

Why a *Seeking Wisdom: A Practical Guide for Mentees* program?

This course offers specific actions and behaviors mentees can articulate as independent learners during the phases of one-on-one mentoring relationships, including problems inherent in the process. Interpersonal skills typically required of mentees to successfully communicate with their mentors will be covered.

Target Audience

This TEL course is geared towards those National Park Service employees who are actively seeking to establish a mentoring relationship with a mentor. In addition, mentors may benefit from the insights gained from exposure to mentees' perspectives. This session counts 3 hours toward the Supervision, Management, and Leadership annual training requirement. This program is sponsored by the NPS Mid-Level Management Development Program. For more information, contact Sandy Taylor at 202-354-1413 or Heidi Kunkel at 202-354-1403.

Program Timing

Seeking Wisdom: A Practical Guide for Mentees is a 3-hour TELNPS course.

Learning Objectives

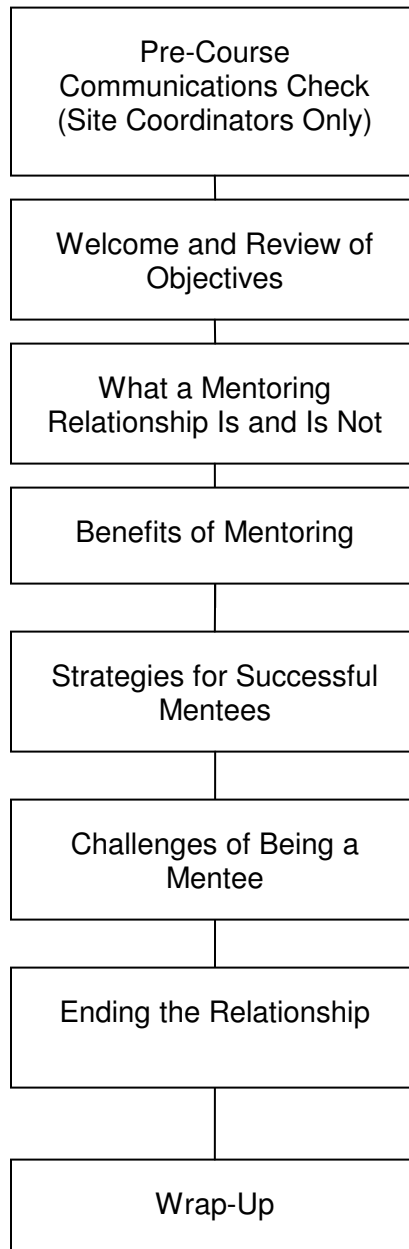
After completing this course, you will be able to:

- Define “mentoring relationship.”
- Identify benefits of a mentoring relationship to the mentee, mentor, and the organization.
- Use case studies to formulate strategies for becoming a successful mentee.
- Recognize some of the challenges of being a mentee.
- Apply strategies to maintain a positive mentoring relationship.

Site Point-of-Contact Responsibilities

The TEL Station Site Point-of-Contact must reserve the training room, notify employees that the park will be participating in this TEL training event, make sure the Participant Guide is available to students, set up the TEL Station on the day of the training, make sure students sign in on the Student Roster form, and finalize the roster in My Learning Manager.

Seeking Wisdom: A Practical Guide for Mentees Course Map



What Mentoring Is and Is Not

This course offers practical tools and techniques to establish and preserve effective relationships with mentors. Mentees who are skilled in understanding and participating in one-to-one mentoring relationships will directly contribute to a more effective utilization of time and energy in a mentoring program.

Based on the work of Dr. Norman H. Cohen, we will explore mentoring from two dimensions: one in a conceptual context and one in a practical context.

To best define mentoring, let's discuss what it *is* and what it *is not*.

A Mentoring Relationship Is:

- focused on the needs of the person being mentored
- a process of mutual growth
- respectful and constructive dialogue
- supportive critiques by the mentor offered in a non-threatening way and grounded in specific data
- an active learning partnership for both mentors and mentees
- well-planned schedules and activities aimed at achieving maximum learning possibilities in the time available for both parties
- a one-on-one model of learning with an understanding for respect of necessary guidelines and limitations

A Mentoring Relationship Is Not:

- control of decision-making or taking over situations for the protégé by the mentor
- unhealthy feedback and criticism offered by mentors to mentees
- a quick-fix solution to all problems

Benefits of Mentoring

Directions: List as many benefits that the mentoring relationship provides to each of the categories below. Be prepared to share your answers.



To the Mentee:

Offer realistic and productive options for obtaining learning relevant to the workplace .

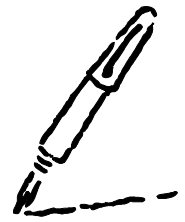
To the Mentor:

Serve as an inspiring role model

To the Organization:

Increased productivity from increasingly competent and confident mentees

Preparing for the Mentoring Relationship



Mentee Self-Assessment

As you enter into the mentoring relationship, it is important to understand from the beginning that you have a shared responsibility for the success of the learning process. This will enable you to respond to your mentor in a constructive manner, and accelerate progress in a program often limited by time and distance.

Directions: Let's determine your readiness for entrance into the mentoring relationship. In Appendix A, you will find the **Mentee Self-Assessment**. The questions measure your readiness to demonstrate the behaviors related to six mentee competencies that support a successful mentoring relationship. If you need further clarification of the six areas, please review the **Mentees Competencies Defined** section in the back of the assessment.

There are two areas that you will need to rate on a scale of 1-6 (with 6 representing very important and 1 representing very unimportant). The first area is the importance of the statement in your estimation of job performance and growth. The second area is your perception of how characteristic the statement is of you as a mentee or employee (if you haven't entered into a mentoring relationship to this point).

Complete the six areas, total each area, and divide by the number indicated to determine the average. Then answer the questions 1, 2, and 3 **only** in the section titled **Using Your Ratings**. We'll complete the other questions later in this course.

When you are finished completing the *Mentee Self-Assessment*, please answer the questions below.

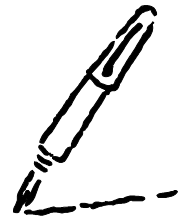
What surprised you about the results of the assessment?

What did not surprise you?

For your consideration: This tool may be used in several different ways. It could serve as an effective source of feedback from your mentor, supervisor, and/or peers and provide additional insight into your area of strength and development.

¹Perrone-Ambrose Associates, 1999.

Strategies for Successful Mentoring



Directions: Individually, answer the questions below and be prepared to share.

1. If you could create an ideal mentoring relationship, what would be some of its characteristics?
2. What would you do to help achieve these characteristics in your mentoring relationship?
3. What would you like your mentor to do to help achieve these characteristics?

Phases, Dimensions, and Key Points of the Mentor Model¹

To better understand mentoring, let's use a working definition provided by Dr. Cohen. "Mentoring is the acquisition, interpretation, and application of information for the purpose of promoting the career and educational development of mentees."¹

Preparing yourselves (with tools such as the **Mentee Self-Assessment**) to enter into a mentoring relationship will help you to better understand your role in each phase of the model and the behavioral dimensions that will add to the synergistic experience possible in all phases.

Mentees should be:

Each phase is unique and the learning accumulative. In each phase, mentees should be:

- *Flexible.* The model will not always follow a prescribed path and target exact points at which learning and activities must take place.
- *Mentally alert.* The model has connections between the phases, dimensions and key points and the phases do not always progress smoothly.
- *Understanding that the model is a process.* This will help the mentee better understand that the mentor's actions are not random or without purpose.

Phases, dimensions and key points

Correlation of Phases, Dimensions, and Key Points		
Phases	Dimensions	Key Points
Early	Relationship	Trust
Middle	Information	Advice
Later	Facilitative Confrontative	Alternatives Challenge
Final	Mentee Vision	Initiative

¹Cohen, Norman H. The Mentee's Guide to Mentoring, HRD Press, Amherst. 1999.

Relationship Dimension

In this early phase, you will begin building a trusting relationship with your mentor. This phase will set the tone for the entire mentoring interaction between you and your mentor. The mentee should enter the relationship in good faith; if you believe that the mentor is acting with your best interests in mind, then trust will develop.



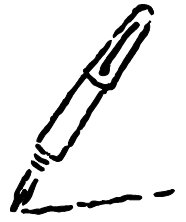
What actions do you think the mentor will take to establish trust with you?

There are a number of discussion topics that help clarify the content and concerns of mentoring. When brought up at this phase, tension and ambiguity of the uncertain will be minimized.

Case Study #1: Getting Started

Directions: In the video you are about to view, consider the actions needed to be taken by Jess and her mentor in order to build an initial bond.

When instructed, answer the questions below and share with a partner/your group.



- 1. Are Jess's expectations of this first conversation realistic and/or reasonable?*

- 2. What do you recommend that Jess do?*

- 3. How can she prepare for the next meeting?*

- 4. List two challenges that mentees face when beginning a mentoring relationship.*

- 5. How would you deal with these challenges?*

Information Dimension

In this middle phase, you will provide the mentor with a factual profile of yourself. This may have already, in part, been accomplished during the Relationship Dimension. Your mentor may ask you to complete a form to use as a point of reference in conversations regarding goals and objectives, and resources to achieve goals (i.e., family, financial, organizational). Having this information available will help focus your meetings and minimize abstract and intangible information. Let's look at an example of a Mentee Profile Form, created by Dr. Cohen, located at Appendix B of this guide (also found on pages 32-33 of the companion text for this course, *The Manager's Pocket Guide to Effective Mentoring*).

Exercise: Making the Contact

Answer the questions below and be prepared to share.



1. *What should a mentee do if he is barraged by questions and has a feeling of being "grilled" or interrogated?*

2. *What should a mentee do if he is finding the mentor's style of questioning too slow?*

Facilitative/Confrontative Dimensions

In these middle to later mentoring phases, you will partner with your mentor to review your career, training, and educational goals. Your mentor, to encourage a *reality check*, may:

- ask you to think about the status of your current decisions and options
- revisit your commitment to the goals
- analyze your current position in goal-attainment
- offer different viewpoints and options for you to consider to help you in the path to goal attainment

Exercise: Receiving Feedback

Directions: Individually, complete the questions below. Be prepared to share your responses (to be discussed after video).



1. When do you think it would be appropriate to request feedback from your mentor?
2. What if your mentor offers unsolicited feedback?
3. List 3 obstacles to receiving feedback from a mentor.

When instructed, answer the questions below and share with a partner/your group.

1. *If you were the mentee, how would you like your mentor to share her feedback with you?*
2. *If you had to give this feedback to a mentee, how would you do it?*

Ending the Relationship

Mentee Vision Dimension

In this final mentoring phase, you will transition from a formal mentoring model and review with your mentor what has been accomplished and what you have determined that you will need to continue to do to achieve your long-term goals.

The shift from *reliance* and *dependence* on the collaborative learning model to the *independent* and *individual* adult learning model occurs in this dimension.

Exercise: Individually, list some of the skills that a mentee should possess by the end of the formal mentoring process.



Case Study #3: Mentors as References



Directions: With your partner/group, answer the questions below and be prepared to share.

Case Study #3 The Situation:

You want your mentor to serve as a reference for an in - house position that would be a promotion from a line employee to a supervisor. You realize that you probably shouldn't ask your mentor to be a reference but since your mentor is not your manager, you see no harm. Additionally, your mentor is not even at the same facility! Your mentor had expressed confidence in your abilities and since you are reaching the end of the formal mentoring process, what harm could it be for your mentor to offer a letter of recommendation and maybe even follow it up with a phone call to the hiring officer?

1. What are the issues here?

2. Would you have been wrong to expect a job recommendation from someone who has been guiding your professional development?

Wrap-Up



Directions: Individually, answer the questions below and be prepared to share. Return to the Mentee Self-Assessment (Appendix A). Consider completing questions 4 and 5 of the Mentee Self-Assessment back at work, based on your experience in class today and the results of your Mentee Self-Assessment. Do this before entering a mentor relationship.

1. What information took you by surprise today?
2. In your own words, what was one main idea from today's presentation?
3. What idea did you disagree with? What was left dangling or unresolved?
4. In what way were you challenged today?
5. Based on what you learned today, what is something you'd like to try?

To Receive Credit for This Course

1. PRINT your name on the attendance roster.
2. UPON RECEIPT OF E-MAIL NOTIFICATION, complete the online course evaluation.

Resources

Cohen, Norman H. *The Mentee's Guide to Mentoring*. HRD Press, Amherst, MA, 1999.

Cohen, Norman H. *The Manager's Pocket Guide to Effective Mentoring*. HRD Press, Amherst, MA, 1999.

<http://www.perrone-ambrose.com> (Mentee Self-Assessment)

Appendix A: Mentee Self-Assessment

In addition to completing this self-assessment, you may wish to ask others in your work environment, such as your supervisor and peers, and/or colleagues outside your organization to use this form to assess your readiness for a mentoring relationship. **PLEASE NOTE: THIS MENTEE SELF-ASSESSMENT IS REPRINTED WITH PERMISSION FROM PERRONE-AMBROSE ASSOCIATES, INC. FOR USE BY PARTICIPANTS IN THIS PROGRAM.**

Name: _____

Mentee Self-Assessment

The Mentee Self-Assessment is to be used for your information in order to accelerate your growth and manage your development. The questions are designed to help you reflect on how well you demonstrate the behaviors related to the six mentee competencies that support a successful mentoring relationship.

There are several ways to use the Mentee Self-Assessment:

By sharing your Self Assessment with your mentor: You can request his/her assistance in competency areas you want to change or strengthen.

By having an open conversation with your supervisor: You can share how the assessment has increased your awareness of certain issues and solicit his/her feedback.

By discussing specific items with colleagues or peers: You can acquire a more complete picture of how others perceive you.

We recommend that the completed Assessment remain the property of the mentee and should be shared with supervisors/mentors only at the mentee's discretion. Sometimes after a period of mentoring has occurred, it is helpful to do a second assessment in order to evaluate progress.

For more information about or to order the Mentee Self-Assessment for use in your organization contact:



Perrone-Ambrose Associates, Inc.

Address:
2 N. Riverside Plaza
Suite 1433
Chicago, IL 60606

Phone: 800-648-0543
Fax: 312-648-0622
Web: www.mentors2000.com
e-mail: info@mentors2000.com

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Before Completing This Assessment, Please Read the Following Instructions

Ask yourself:

- 1. How important is the statement in your estimation of job performance and growth?**
- 2. How characteristic is the statement of you as an employee or mentee?**

The Self-Assessment has 35 statements and will take approximately 15-20 minutes to complete.

Importance Rating

Enter a number from 1-6 in the first column following each statement to indicate HOW IMPORTANT each is to your performance and growth on the job.

Skill Rating

For each statement, rate your self on a scale from 1-6 on how well the statement represents your interactions. Since you may or may not be in a mentoring relationship at this time, use your interactions with your own supervisor as context for rating each item.

Importance Rating Scale:

- 1-Very Unimportant
- 2-Moderately Unimportant
- 3-Somewhat Unimportant
- 4-Somewhat Important
- 5-Moderately Important
- 6-Very Important

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Receptivity	Importance Rating	Skill Rating
1. I value and seek feedback from my mentor, my supervisor, my peers and others with whom I work, even when it is difficult to accept.		
2. I readily apply the learnings and feedback I receive from others.		
3. I freely share information about my struggles and difficulties with my mentor.		
4. I ask for help as soon as I realize that I would benefit from it.		
5. I make it easy for others to teach me new ideas and new ways of seeing things.		
TOTAL RATING		
Divide by 5 for AVERAGE		

Self-Management	Importance Rating	Skill Rating
1. I know what I want from my career and I have a professional development plan with objectives and actions.		
2. I seek out new opportunities to gain the additional experience, advice and guidance I need.		
3. I have clear and specific goals for my mentor and me to address.		
4. I ensure that communication with my mentor meets my needs and goals.		
5. I take responsibility for the success of my relationship with my mentor.		
6. I work to ensure that situations and difficult conversations are resolved.		
TOTAL RATING		
Divide by 6 for AVERAGE		

Skill Rating Scale:

- 1-Very Uncharacteristic
- 2-Moderately Uncharacteristic
- 3-Somewhat Uncharacteristic
- 4-Somewhat Characteristic
- 5-Moderately Characteristic
- 6-Very Characteristic

Self Awareness	Importance Rating	Skill Rating
1. On a regular basis, I assess my strengths, weaknesses and developmental needs.		
2. I examine my own ideas before pushing my point of view.		
3. At the end of the day, I reflect on my performance and the events that took place in order to seek additional learning.		
4. I admit it when I make a wrong decision or when my lack of experience gets in the way.		
5. I consciously pay attention to how events and situations are affecting me and my behavior.		
6. I pay attention to my assumptions and how they impact my behavior.		
TOTAL RATING		
Divide by 6 for AVERAGE		

Growth Orientation	Importance Rating	Skill Rating
1. I view my mentor as a resource, someone who has valuable ideas, information and feedback.		
2. When opinions differ or disagreements occur, I try to understand why someone else's view is different from mine.		
3. I push myself to learn new things and grow in my current position, frequently putting myself in the role of learner.		
4. I proactively initiate learning versus reacting to daily tasks.		
5. I hold myself accountable for my own learning and growth.		
6. I look to see how much I can learn as opposed to how often I can be right.		
7. I ask for coaching from my supervisor and/or mentor.		
TOTAL RATING		
Divide by 7 for AVERAGE		

Importance Rating Scale:

- 1-Very Unimportant
- 2-Moderately Unimportant
- 3-Somewhat Unimportant
- 4-Somewhat Important
- 5-Moderately Important
- 6-Very Important

Skill Rating Scale:

- 1-Very Uncharacteristic
- 2-Moderately Uncharacteristic
- 3-Somewhat Uncharacteristic
- 4-Somewhat Characteristic
- 5-Moderately Characteristic
- 6-Very Characteristic

Resilience	Importance Rating	Skill Rating
1. I respond to disappointment or a lack of success by learning more about what went wrong and how I can do things differently in the future.		
2. I take responsibility for my part in work that doesn't go as well as expected.		
3. I push myself to take on work and situations that challenge my developmental needs.		
4. I don't complain, put up a wall or blame others when I receive negative feedback.		
5. I push myself to do the things I fear in order to attain growth for my development.		
TOTAL RATING		
Divide by 5 for AVERAGE		

Double-Loop Learning Focus	Importance Rating	Skill Rating
1. I develop solutions that prevent problems from recurring.		
2. I identify how I may be contributing to my own problems.		
3. I try to understand why I have acted in certain ways so that I can deal with the root causes instead of the symptoms of problems.		
4. I explore how my way of thinking about a problem may be getting in the way of solving it.		
5. I find and correct my own errors.		
6. I pay attention to my patterns of behavior and how they impact my effectiveness.		
TOTAL RATING		
Divide by 6 for AVERAGE		

Importance Rating Scale:

- 1-Very Unimportant
- 2-Moderately Unimportant
- 3-Somewhat Unimportant
- 4-Somewhat Important
- 5-Moderately Important
- 6-Very Important

Skill Rating Scale:

- 1-Very Uncharacteristic
- 2-Moderately Uncharacteristic
- 3-Somewhat Uncharacteristic
- 4-Somewhat Characteristic
- 5-Moderately Characteristic
- 6-Very Characteristic

Summary of Rating Averages	Importance Rating Averages	Skill Rating Averages
Receptivity		
Self-Management		
Self-Awareness		
Growth Orientation		
Resilience		
Double-Loop Learning Focus		

Using Your Ratings

Translating increased self knowledge into productive activity is the most value-added result of the Mentee Self-Assessment.

- 1) What does the Mentee Self-Assessment indicate are your strong points as a mentee?
- 2) What does the Mentee Self-Assessment indicate are areas where you need improvement?
- 3) Which of the mentee Competency areas is most significant in your on-going development?

How can you gain more insight regarding this area?

Asking relevant questions of the important people in your work life will help you gain more insight for your professional development.

- 4) Based on the ratings, what questions might you ask of your mentor(s), supervisor(s), peer(s)?

Mentor(s)

Questions:

Supervisor(s)

Questions:

Peer(s)

Questions:

- 5) Mention one or two changes you plan to make as a result of doing the Self-Assessment. List these below.

Perrone-Ambrose Associates

Mentee Competencies Defined

Receptivity

People open to receiving help signal their openness to being coached and mentored. They are willing to self-disclose, ask for help and try new things. Receptive mentees seek feedback even when it is uncomfortable and are willing to reveal what they do not know. They initiate discussions that result in assistance and feedback and are willing to risk being vulnerable in order to reach their full potential.

Self-Management

Self-managed mentees own their own career path and their relationship with their mentor. They drive the mentoring relationship, keep the mentor informed and seek out opportunities to use their mentor's input. They take the actions and steps necessary to get to the next level in their career rather than expecting their mentor to do it for them. Mentees who are able to understand and navigate their environment in order to seek out needed opportunities are self-managed.

Self-Awareness

Self-aware mentees recognize their own strengths and weaknesses and how their actions impact others. They ask questions, view others' thoughts as valuable, examine their own ideas for flaws, and surface their assumptions. They also reflect on their own developmental needs, learn from their daily performance and are able to listen internally to themselves about the people and environment around them. By acknowledging their own weaknesses and missteps they demonstrate self-awareness.

Growth Orientation

Growth oriented mentees are open to new ideas and possibilities and take personal action to improve themselves. They also have an accurate picture of current reality and the initiative to plan and grow for the future. Mentees who are growth oriented actively contribute, take ownership for improving work and apply feedback in order to become more successful.

Resilience

Resilient mentees bounce back readily. They do not make excuses for things that go wrong, push their responsibilities off on others or get mired in set backs. Their resilience is supported by realistic expectations of themselves and others and they continue to apply themselves, trying even harder, when under pressure. They push themselves to new levels in the midst of challenging situations. Resilient mentees are willing to be and stay uncomfortable, initiate and sustain difficult relationships and conversations for the sake of growth and learning.

Double-Loop Learning Focus

Double-Loop learning moves beyond simple problem solving (single-loop learning) to examining trends and root causes of issues. Mentees who utilize double-loop learning are mentees who, in the solving of one problem, learn something about preventing similar problems. They examine how their own actions, habits and thoughts may be contributing to problems. They are concerned with how their personal patterns and themes affect behavior. Mentees with a double-loop learning focus consistently hold up a mirror to themselves and examine reasons for their behavior.

Appendix B: Mentee Profile Form

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© Dr. Norman H. Cohen, from “The Manager’s Pocket Guide to Effective Mentoring,”

Use of the Mentee Profile Form

The *Mentee Profile Form* can be utilized to reveal a portrait of a mentee’s past background, present objectives and concerns, and future plans.

The mentee can be asked to complete the form before the first meeting (if possible) to accelerate the introductory stage of the mentoring process, as well as to provide a concrete reference point around which to center the dialogue of the early sessions.

Mentors will often find that locating the focus of the initial discussions in tangible issues can prevent the impression some mentees report of abstract, unproductive, and time-consuming meandering rather than focused meetings that identify pathways appropriate to their own individual and unique perspective.

By using the form, mentors can identify the mentee’s various goals early in the relationship, and then later in the facilitative phase, for example, initiate a productive examination of the correlation between mentees’ plans and their actual resources (financial, family, organizational) for achieving particular objectives.

The following model of the *Mentee Profile Form* can be used as part of sponsored programs. To accelerate the early phase of the mentoring process, program administrators can also distribute the form and explain its purpose at the orientation session for mentees.

MENTEE PROFILE FORM

NAME: _____

DATE: _____

Career Goals:

Educational Objectives:

Training Plans:

Strategies:

Present Actions:

Available Resources:

Concerns:

=====

***Please provide a summary of your *past*: (1) academic, (2) training, and (3) work background.**

Appendix C: Mentoring Agreement (SAMPLE)



Mid-Level Management Development Program Supervision, Management, and Leadership Servicewide Training and Development Program **MENTORING AGREEMENT**

This _____ day of _____, 20____, we are voluntarily entering into a 24-month formal mentoring partnership. I, the Mentee, would like to accomplish the following:

Specific role of the Mentor. *I will support my protégé's developmental process by:* (e.g., helping to develop and monitor his/her mentoring action plan, sharing organizational insight, expanding his/her network, acting as a sounding board, providing developmental feedback):

The logistics of our meetings will generally include the following:

When: _____
Where: _____
Duration: _____
Frequency: _____
Who is responsible for initiating: _____

We plan to gain commitment of the supervisor by:

We will honor the following confidentiality agreement:

This agreement remains in effect for 24 months. The agreement may be terminated at any time by either the mentee or mentor.

Signature: _____ Signature: _____

MENTEE

MENTOR

Appendix D: Executive Core Qualifications and Leadership Competencies

Executive Core Qualifications

(From the Office of Personnel Management publication of the same name)

The Executive Core Qualifications (ECQs) define the competencies and characteristics needed to build a Federal corporate culture that drives for results, serves customers, and builds successful teams and coalitions within and outside the organization. The ECQs are required for entry to the Senior Executive Service and are used by many departments and agencies in selection, performance management, and leadership development for management and executive positions.

ECQ 1

Leading Change

- Continual Learning
- Creativity/Innovation
- External Awareness
- Flexibility
- Resilience
- Service Motivation
- Strategic Thinking
- Vision

ECQ 2

Leading People

- Conflict Management
- Leveraging Diversity
- Integrity/Honesty
- Team Building

ECQ 3

Results Driven

- Accountability
- Customer Service
- Decisiveness
- Entrepreneurship
- Problem Solving
- Technical Credibility

ECQ 4

Business Acumen

- Financial Management
- Human Resources Management
- Technology Management

ECQ 5

Building Coalitions/Communications

- Influencing/Negotiating
- Interpersonal Skills
- Oral Communication
- Partnering
- Political Savvy
- Written Communication

ECQ 1: Leading Change

This core qualification encompasses the ability to develop and implement an organizational vision that integrates key national and program goals, priorities, values, and other factors. Inherent to this ECQ is the ability to balance change and continuity; to continually strive to improve customer service and program performance within the basic government framework; to create a work environment that encourages creative thinking; and to maintain focus, intensity and persistence, even under adversity.

Key Characteristics:

- Exercising leadership and motivating managers to incorporate vision, strategic planning, and elements of quality management into the full range of the organization's activities; encouraging creative thinking and innovation; influencing others toward a spirit of service; designing and implementing new or cutting-edge programs/processes.
- Identifying and integrating key issues affecting the organization, including political, economic, social, technological, and administrative factors.
- Understanding the roles and relationships of the components of the national policy making and implementation process, including the President, political appointees, Congress, the judiciary, state and local governments, and interest groups; formulating effective strategies to balance those interests consistent with the business of the organization.
- Being open to change and new information; tolerating ambiguity; adapting behavior and work methods in response to new information, changing conditions, or unexpected obstacles; adjusting rapidly to new situations warranting attention and resolution.
- Displaying a high level of initiative, effort, and commitment to public service; being proactive and achievement-oriented; being self-motivated; pursuing self-development; seeking feedback from others and opportunities to master new knowledge.
- Dealing effectively with pressure; maintaining focus and intensity and remaining persistent, even under adversity; recovering quickly from setbacks.

Leadership Competencies

- **Continual Learning** - Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.

- **Creativity and Innovation** - Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.
- **External Awareness** - Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.
- **Flexibility** - Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.
- **Resilience** - Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.
- **Service Motivation** - Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.
- **Strategic Thinking** - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.
- **Vision** - Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

ECQ 2: Leading People

This core qualification involves the ability to design and implement strategies that maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals.

Key Characteristics:

- Providing leadership in setting the workforce's expected performance levels commensurate with the organization's strategic objectives; inspiring, motivating, and guiding others toward goal accomplishment; empowering people by sharing power and authority.

- Promoting quality through effective use of the organization's performance management system (e.g., establishing performance standards, appraising staff accomplishments using the developed standards, and taking action to reward, counsel, or remove employees, as appropriate).
- Valuing cultural diversity and other differences; fostering an environment in which people who are culturally diverse can work together cooperatively and effectively in achieving organizational goals.
- Assessing employees' unique developmental needs and providing developmental opportunities that maximize employees' capabilities and contribute to the achievement of organizational goals; developing leadership in others through coaching and mentoring.
- Fostering commitment, team spirit, pride, trust, and group identity; taking steps to prevent situations that could result in unpleasant confrontations.
- Resolving conflicts in a positive and constructive manner. This includes promoting labor/management partnerships and dealing effectively with employee relations matters, attending to morale and organizational climate issues, handling administrative, labor management, and EEO issues, and taking disciplinary actions when other means have not been successful.

Leadership Competencies

- **Conflict Management** - Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
- **Leveraging Diversity** - Recruits, develops, and retains a diverse high quality workforce in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.
- **Integrity/Honesty** - Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.
- **Team Building** - Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.

ECQ 3: Results Driven

This core qualification stresses accountability and continuous improvement. It includes the ability to make timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies.

Key Characteristics:

- Understanding and appropriately applying procedures, requirements, regulations, and policies related to specialized expertise; understanding linkage between administrative competencies and mission needs; keeping current on issues, practices, and procedures in technical areas.
- Stressing results by formulating strategic program plans that assess policy/program feasibility and include realistic short- and long-term goals and objectives.
- Exercising good judgment in structuring and organizing work and setting priorities; balancing the interests of clients and readily readjusting priorities to respond to customer demands.
- Anticipating and identifying, diagnosing, and consulting on potential or actual problem areas relating to program implementation and goal achievement; selecting from alternative courses of corrective action; taking action from developed contingency plans.
- Setting program standards; holding self and others accountable for achieving these standards; acting decisively to modify standards to promote customer service and/or the quality of programs and policies.
- Identifying opportunities to develop and market new products and services within or outside of the organization; taking risks to pursue a recognized benefit or advantage.

Leadership Competencies

- **Accountability** - Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.
- **Customer Service** - Balancing interests of a variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end-products; is committed to continuous improvement of services.

- **Decisiveness** - Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences; is proactive and achievement oriented.
- **Entrepreneurship** - Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.
- **Problem Solving** - Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.
- **Technical Credibility** - Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.

ECQ 4: Business Acumen

This core qualification involves the ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission, and the ability to use new technology to enhance decision making.

Key Characteristics:

- Assessing current and future staffing needs based on organizational goals and budget realities; applying merit principles to develop, select, and manage a diverse workforce.
- Overseeing the allocation of financial resources; identifying cost-effective approaches; establishing and assuring the use of internal controls for financial systems.
- Managing the budgetary process, including preparing and justifying a budget and operating the budget under organizational and congressional procedures; understanding the marketing expertise necessary to ensure appropriate funding levels.
- Overseeing procurement and contracting procedures and processes.
- Integrating and coordinating logistical operations.
- Ensuring the efficient and cost-effective development and utilization of management information systems and other technological resources that meet the organization's needs; understanding the impact of technological changes on the organization.

Leadership Competencies

- **Financial Management** - Demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.
- **Human Resources Management** - Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised, and rewarded; takes corrective action.
- **Technology Management** - Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological changes on the organization.

ECQ 5: Building Coalitions/Communications

This core qualification involves the ability to explain, advocate, and express facts and ideas in a convincing manner and to negotiate with individuals and groups internally and externally. It also involves the ability to develop an expansive professional network with other organizations and to identify the internal and external politics that impact the work of the organization.

Key Characteristics:

- Representing and speaking for the organizational unit and its work (e.g., presenting, explaining, selling, defining, and negotiating) to those within and outside the office (e.g., agency heads and other government executives, corporate executives, Office of Management and Budget officials, congressional members and staff, the media, and clientele and professional groups); making clear and convincing oral presentations to individuals and groups; listening effectively and clarifying information; facilitating an open exchange of ideas.
- Establishing and maintaining working relationships with internal organizational units (e.g., other program areas and staff support functions); approaching each problem situation with a clear perception of organizational and political reality; using contacts to build and strengthen internal support bases; getting understanding and support from higher level management.
- Developing and enhancing alliances with external groups (e.g., other agencies or firms, state and local governments, Congress, and clientele groups); engaging in cross-functional activities; finding common ground with a widening range of stakeholders.

- Working in groups and teams; conducting briefings and other meetings; gaining cooperation from others to obtain information and accomplish goals; facilitating “win-win” situations.
- Considering and responding appropriately to the needs, feelings, and capabilities of different people in different situations; being tactful and treating others with respect.
- Seeing that reports, memoranda, and other documents reflect the position and work of the organization in a clear, convincing, and organized manner.

Leadership Competencies

- **Influencing/Negotiating** - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates “win-win” situations.
- **Interpersonal Skills**- Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.
- **Oral Communication** - Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.
- **Partnering** - Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.
- **Political Savvy** - Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.
- **Written Communication** - Expresses facts and ideas in writing in a clear, convincing, and organized manner.

Bio for JoAnn Polcari

JoAnn Polcari, Ph.D.

italix consulting services

Indio and San Diego, CA

email: italix@san.rr.com

This program was designed and developed by JoAnn Polcari, owner of *italix consulting services*. JoAnn serves as consultant, educator, author, design expert, and facilitator to public and private organizations throughout the United States, specializing in the areas of leadership development; organizational/ team structure and dynamics; communication, change and conflict management, and decision-making strategies; and the professional development of in-house trainers and facilitators. She is certified by AchieveGlobal as a distance learning instructor who has designed and delivered teletraining programs to more than 100 government agencies. In addition to developing this program and its complement *Imparting Wisdom: A Practical Guide for Mentors*, JoAnn also developed and instructed a TEL program for the Emerging Leaders Consortium titled *Communication, Collaboration, Connection: Building Leadership Potential*.

JoAnn holds a Ph.D. in Industrial/Organizational Psychology with Leadership emphasis, an M.A. in Pupil Personnel Services (Educational Counseling), and a B.A. in Education with emphasis in Early Childhood.

Awards:

- 2004 National Recipient, USDA Graduate School
Excellence in Individual Instruction
- 2004 National Recipient, USDA Graduate School
Excellence in Team Instruction
- Former Member, Psi Chi, National Honor Society in Psychology
(Doctoral level)